

REVISED 3/17/05

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: ☐ Elementary ☐ Middle ☒ High ☐ K-12

Name of Principal Mr Barry R. Cahill
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Ipswich High School
(As it should appear in the official records)

School Mailing Address 134 High Street
(If address is P.O. Box, also include street address)

Ipswich MA 01938-1295
City State Zip Code+4 (9 digits total)

County Essex School Code Number* 221095

Telephone (978) 356-3137 Fax (978) 356-3720

Website/URL www.ipswichschools.org E-mail bcahill@ipswichschools.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mr. Richard Korb
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Ipswich Tel. (978) 356-2935

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mrs. Joan Arsenault
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 2 Elementary schools
 1 Middle schools
 _____ Junior high schools
 1 High schools
 _____ Other
- 4 TOTAL
2. District Per Pupil Expenditure: \$7,314
- Average State Per Pupil Expenditure: \$8,273

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural
4. 10 Number of years the principal has been in her/his position at this school.
- _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K				8			
1				9	80	95	175
2				10	81	72	153
3				11	63	79	142
4				12	69	62	131
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							601

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|--------------|-----------------------------------|
| _____ | 97 % White |
| _____ | 1% Black or African American |
| _____ | 1% Hispanic or Latino |
| _____ | 1% Asian/Pacific Islander |
| _____ | 0% American Indian/Alaskan Native |
| _____ | 100% Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 5 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	3
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	29
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	32
(4)	Total number of students in the school as of October 1	601
(5)	Subtotal in row (3) divided by total in row (4)	5
(6)	Amount in row (5) multiplied by 100	500

8. Limited English Proficient students in the school: 1 %
3 Total Number Limited English Proficient

Number of languages represented: 2

Specify languages: Portugese
 Amharic

9. Students eligible for free/reduced-priced meals: 11 %

Total number students who qualify: 65

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 16 %
95 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>6</u> Autism	<u> </u> Orthopedic Impairment
<u>1</u> Deafness	<u>2</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>16</u> Specific Learning Disability
<u>16</u> Emotional Disturbance	<u>27</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u>21</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u>5</u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>40</u>	<u>8</u>
Special resource teachers/specialists	<u>4</u>	<u>1</u>
Paraprofessionals	<u>9</u>	<u>0</u>
Support staff	<u>2</u>	<u>2</u>
Total number	<u>57</u>	<u>11</u>

12. Average school student-“classroom teacher” ratio: 14:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	94%	94%	94%	94%	95%
Daily teacher attendance	97%	97%	97%	97%	97%
Teacher turnover rate	12%	6%	14%	7%	2%
Student dropout rate (middle/high)	1%	2%	0%	2%	2%
Student drop-off rate (high school)	4%	0%	12%	4%	8%

14. (**High Schools Only**) Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	<u>121</u>
Enrolled in a 4-year college or university	<u>65</u> %
Enrolled in a community college	<u>20</u> %
Enrolled in vocational training	<u>0</u> %
Found employment	<u>12</u> %
Military service	<u>1</u> %
Other (travel, staying home, etc.)	<u>2</u> %
Unknown	<u> </u> %
Total	100 %

PART III - SUMMARY

Ipswich High School is found in a suburban setting in the town of Ipswich, Massachusetts, approximately 28 miles north of Boston. The census figures for 2004 report Ipswich's population as 13,375, while the high school population is 629. The school incorporates students in grades 9-12 with demanding graduation requirements and a strong, required core curriculum. All students must complete 4 years each of English and Social Studies, a combined minimum of 7 years of Mathematics and Science, 2 years of Foreign Language as well as requirements in Health, Physical Education and Technology.

We are a block schedule school using a modified semester based schedule. Students must take 7 courses per year with three 90-minute block courses each semester and one 45-minute block that runs all year.

The Class of 2004 sent 85% of its members to two or four year colleges. The Fine Arts program is exemplary with more than half of the student body involved in its courses. There is a community service requirement annually through our Social Studies classes. Ipswich High School graduates attend some of the top universities in the country. Our athletic and extra-curricular offerings engage a substantial portion of the student population.

The mission of Ipswich High School is to create "a community of collaborative learners motivated to acquire the skills and knowledge essential to become successful and responsible citizens". This mission is accomplished through high expectations for every student. On an academic level, we have four clearly defined expectations which are assessed through a common rubric. We expect each student to access, comprehend, analyze and interpret information; organize and effectively convey ideas through oral and written communication; define problems, develop strategies, and evaluate, modify and implement solutions; and utilize technology as an effective learning and instructional tool.

In addition to these expectations, we have established similar categories for the social and civic aspects of student life. Our social expectations require that upon graduation all Ipswich High School students will respect themselves and appreciate the individuality and diversity of others;

accept responsibility for their actions and their impact on others; and participate in school activities and decision-making. Our civic expectations expect that upon graduation all Ipswich High School students will be prepared to participate in society as informed and responsible citizens; and recognize the value of contributing to the school and community. In each case, data is collected to measure the results of these expectations, allowing us to focus on areas of need when necessary.

Perhaps the strongest aspect of our school in the year 2005 is its very powerful culture. The faculty is enthusiastic, collegial and truly interested in providing the best learning environment for our students. As part of our preparation for an accreditation visit from the New England Association of Schools and Colleges, the faculty voluntarily initiated an advisor-advisee program. Every student meets with a member of the faculty or administration at least six times during the year. Four of these meetings are one on one sessions focused on selected topics.

Students are safe, happy and engaged in their learning. Parent support is strong. An attempt is made to challenge every student at his or her appropriate level. In many instances, teachers develop honors contracts or provide independent study opportunities for students. The culture supports a positive, caring and successful school experience.

Ipswich High School students have been assessed through the MCAS (Massachusetts Comprehensive Assessment System) testing system with resulting scores among the very best in the state. All seniors have received competency determination based on those rigorous standards. Functioning in a state of the art facility that opened in the year 2000, Ipswich High School has been recognized for its exceptional approach to integrating technology into instruction. Technology is used throughout the curriculum on a daily basis to enhance student learning. A well-trained faculty works with a motivated student body to provide a variety of educational, curricular and instructional experiences.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

Ipswich High School students in grade 10 participate in the Massachusetts Comprehensive Assessment System testing program. Students are tested in English Language Arts and Mathematics during a five-day testing program each May. Results from the test are reported using four Performance Levels. Scores of 200-218 are considered Failing; 220-238 is considered Needs Improvement; 240-258 is labeled Proficient; 260-280 is considered Advanced. The State of Massachusetts considers “Needs Improvement” and a score of 220 to be the minimum passing level that demonstrates meeting the standard (www.doe.mass.edu).

The MCAS test in mathematics measures number sense; patterns, relations and algebra; Geometry; measurement; Data analysis, statistics and probability. The test uses multiple choice, short answer and open-response questions. On the Spring 2004 test, Ipswich High School students in grade 10 scored the following versus state results: 2% failed versus 15% statewide; 19% received Needs Improvement versus 28% statewide; 40% received Proficient versus 28% statewide; 40% received Advanced versus 29% statewide. 80% of our students were considered

Advanced or Proficient in Mathematics against a state average of 57%. Students classified as regular status or with disabilities had similar results. All students in the Class of 2005 have passed the Competency Determination. We have one student in the Class of 2006 who needs to pass only the Mathematics portion in the March retest. 63% of Special Education students tested in mathematics are at the Proficient level, a percentage higher than the state percentage for all students.

In English Language Arts, similar categories are used for reporting. Ipswich High School students took the May 2004 test with the following results. 1% failed versus a state average of 10%; 19% Needs Improvement versus a state score of 27%; 55 % scored Proficient versus a state average of 44%; 24% are Advanced versus 19% statewide. 79% of our grade 10 students received Advanced/Proficient versus the state percentage of 63%. Our single failing score was moved to passing based on the October retest. The English Language Arts MCAS measures: language; literature; composition; topic development and standard English Conventions. The test uses multiple choice, open-response and a writing prompt.

An analysis of test results comparing similar districts developed by the organization **Just for the Kids** (www.just4kids.org) compared Ipswich High School to 126 similar Massachusetts districts. They ranked us #1 in Mathematics and #2 in English Language Arts based on our 2003 test results. Scores over the two years yield consistently high results. Based on those scores and related data, Ipswich High School was selected as a “Compass School” during the 2003 school year. This designation by the Massachusetts Department of Education was awarded to only 4 high schools in Massachusetts.

A review of the results finds that our emphasis on writing, analysis and understanding result in high test scores for all students regardless of subgroups. All MCAS results are available through the Massachusetts Department of Education website at (www.doe.mass.edu/)

2. Using Assessment Data

The highly qualified faculty at Ipswich High School use assessment data to continually refine curriculum and instruction. Teams of teachers in Mathematics and English Language Arts use Test Wiz, a software package to disaggregate data from the MCAS each year. The areas that demonstrate need for improvement are then refocused through the curriculum, thus, ensuring that students are instructed in those areas. A school-wide writing rubric has evolved from that assessment process over the last few years.

We have in place both school wide rubrics and also individual classroom rubrics to assist all teachers. Using these tools, students have a better idea of what teachers expect from them while teachers have consistent devices to properly assess student performance. Using a department structure, teachers routinely receive the results of assessment and collaborate to modify curriculum and instruction. Formal and informal assessment devices assist in this process. Faculty use tests, quizzes, portfolios, authentic assessment, oral presentation and a wide variety of written projects to assess student understanding. The current focus on rubrics has provided a detailed way to move students towards higher order thinking and meet growing expectations. While MCAS results provide very detailed information to teachers, the more frequent classroom

assessment devices have been far more influential in modifying curriculum and instruction.

3. Communicating Student Performance.

Ipswich High School uses a variety of methods to communicate student performance to parents, students and the community. Individual accomplishments are recognized each morning on the public address system. This report includes student success in athletics, math and science leagues, music, art, drama and a variety of individual recognition. Student-athletes are recognized three times per year at televised school committee meetings for both athletic and academic success. MCAS results are reported through a direct mailing to parents, the community newspapers, the school committee, public address system and individually with students. Our website includes a monthly newsletter which includes updates on a variety of student performance indicators including attendance and honor roll recognition. Counselors meet directly with students to review PSAT results then a report and letter is mailed to parents. End of the year reward nights celebrate a wide range of student success.

Four times per year, parents receive academic progress reports from all teachers. Using a software package called “Grade Machine”, teachers provide a detailed summary of grades and percentages for every assessment item. Report cards are also issued four times per year. As a result, parents receive a minimum of eight academic reports per year. Teachers routinely e-mail updates to parents on a more frequent basis as needed.

We place a great deal of emphasis on communicating information regarding our students to the parents and community. We actively use e-mail to contact parents directly, with over 50% of our parents receiving regular school communications through that medium. Ipswich High School parents and the community at large are well-informed with regard to student performance.

4. Sharing Success.

Ipswich had the wonderful opportunity to build a new high school which opened in the year 2000. A combined Middle-High School facility housing nearly 1200 students was built based on the input of students, parents, faculty and the community. Embracing a very student-centered philosophy, the structure provides for clusters of classrooms around common areas. Technology became a major presence in this new facility.

As a result of the award-winning design of the building, Ipswich High School hosted visits from over 100 Massachusetts school districts during the first three years of its operation. A tour of the facility was less significant than a look at our programs, the integration of technology, and a student centered approach that is working. Other systems had the opportunity to learn from us.

Being chosen as a Compass School in 2003 by the Massachusetts Department of Education continued to provide Ipswich High School faculty with an opportunity to share our success with others. We presented at a statewide conference and then hosted visits from other schools on two occasions. The integration of technology in instruction and learning was a major focus of those

presentations.

On two occasions, the country of Barbados has sent members of their Ministry of Education to observe our school. Representatives from various disciplines plus the Minister of Education spent three fall days observing and interviewing students and teachers. They are in the process of restructuring their education system and are using Ipswich as a frame of reference.

We have partnered with other schools hosting numerous programs over the past few years. We have a faculty that willingly shares our successes and is eager to continue that process. We will continue to be partners with other schools as we all grow in being more effective in impacting student growth and development. Our Ipswich High School websites at www.ipswichschools.org provides evidence of our willingness to share. Of our 48 classroom teachers, 21 currently provide their own webpage. Our teachers are learners, sharers and instructors. We have much to learn from others and much to provide to others.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

Ipswich High School provides a rigorous curriculum for all students. Our program includes minimum graduation standards of 110 credits with 97.5 coming from required core curriculum areas. We offer courses in four levels; Standard, College Prep, Honors and Advanced Placement. In both homogenous and heterogeneous settings, students are challenged to meet high expectations. All courses are aligned with the Massachusetts Curriculum Frameworks; thus, curriculum in standard and honors level courses is designed to meet those expectations.

Every course at Ipswich High School has a curriculum designed around a common template. For every unit in every course, teachers have designed a written curriculum that provides the following elements: Unit Title; MCAS Standards and Strands; Essential Questions; Expectations for Student Learning; Unit Expectations/Student Outcomes; Assessment; Instructional Methods; Materials; and Resources. Over a two-year period, teachers created and modified these documents to provide a clear curriculum that sets high standards and expectations. We designed school-wide rubrics aimed at setting standards for student expectations in four academic areas. Every course assists students in meeting one or more of these academic expectations. Rubrics used by teachers allow them to assess student progress on the stated unit and course expectations.

The English Department emphasizes writing, reading and analysis. Summer reading is required at all levels as are self-assessment portfolios. The grade nine program emphasizes the writing process and reading skills. The curriculum in grade 10 emphasizes research methods and literacy analysis. Grade 11 centers on American Literature, and Grade 12 offers electives as well as honors and AP English. All students must take and complete four years of English. Each course sets high standards for students through the common written curriculum.

The Foreign Language Department provides core courses in French and Spanish. While Latin is offered, it does not meet our two-year required core expectation. Courses range from French 1 and Spanish 1 to Advanced Placement in both languages. All foreign language courses stress the

four language skills of listening comprehension, reading comprehension, writing (composition) and speaking. Prerequisites for all courses are stated in terms of proficiency. Each course is offered at a college prep and honors level. The program is proficiency based, thus, all students face high expectation standards. More than half of our students take at least three years of a foreign language.

The mathematics curriculum offers courses aimed at developing an understanding of mathematics as a powerful “science of patterns and relationships”. The focus is real world problem solving with an emphasis on cooperative learning and exploration and the appropriate use of technology. Based on their mathematical ability, students are enrolled in courses ranging from Algebra I to AP Calculus AB and AP Computer Science. An honors level is provided at each level with students able to arrange schedules to move forward at their current ability level. Classes are all aligned with the Massachusetts Curriculum Frameworks and emphasize student involvement in the learning process.

Students are required to take either three or four science courses to graduate. This core area combines with mathematics requiring a combined minimum of seven courses to graduate. Most students take at least four science courses. The science program provides for biology in grade nine, chemistry in grade 10, physics and numerous electives at grades 11 and 12. Advanced Placement courses are offered in biology, chemistry and physics. In our long block scheduling format, classes are taught in classrooms that provide lab opportunities on a regular basis. As a seacoast community, many science courses incorporate field work in our many estuaries, tide pools and other natural settings. Science curriculum aims at high standards for all students.

The Social Studies Department provides for a four-year required curriculum that incorporates a community service component at each grade level. Grades nine and ten focus on U.S. History, grade eleven provides for a modern world cultures course. In grade 12, students combine a half-year course in political science with a variety of interesting yet challenging electives. Junior & senior courses are heterogeneous with honors contracts available to students. AP U.S. History is offered to juniors and seniors. This program challenges students to meet high expectations in every course.

Our Fine Arts Program provides electives in the Visual and Performing Arts. 56% of our students take art courses ranging from drawing, painting and ceramics to studio art, portfolio and digital photography. Students are recognized annually with several Gold or Silver Keys in the *Boston Globe* Arts Competition. Our Performing Arts program features band, chorus, orchestra, jazz ensemble and several singing groups. The Jazz Ensemble routinely receives state recognition for excellence. One third of our students participate in the program.

In addition to these five core areas, all students must take three years of physical education, a health course and meet a technology requirement. Our entire Course of Instruction is available in detail on the Ipswich Schools website under the high school. The Course of Instruction descriptions detail all courses and requirements.

2b. English Language Curriculum

Ipswich High offers a strong, four year, required English curriculum. Our grade nine program emphasizes the writing process with an emphasis on mastering skills for effective compositions. The course utilizes exposure to literacy models, including short stories, plays, essays, poetry and novels, in order to enhance fundamental literacy. The course focuses on personal writing, creative writing, persuasive writing, literature analysis and using library and electronic sources.

The program in grade 10 emphasizes grammar and vocabulary; literacy analysis and criticism in writing; the elements of fiction; elements of poetry; modern film and stage productions; and medieval legends. The course integrates grammar, vocabulary and literature with an overall emphasis on research methods and literacy analysis.

During their junior year, all students take a course in American Literature. This survey course offers students an enhanced understanding of the cultural heritage and national identity of the United States. Language skills are further developed as those skills are woven into every unit.

Seniors at Ipswich High School choose from a variety of options to fulfill their core requirement. Offerings include: journalism; creative writing; speech; theater, and Advanced Placement English.

Courses in the English Department are offered at a college prep and honors level in all grades. Additionally, students in grades 9 and 10 are offered a transitional program using the same curriculum focus. This level intends to assist those for whom reading, comprehension or other skills need direct assistance. We offer courses in English Skills; Reading; and Writing and Computers to improve reading skills for those reading below grade level. As a result of this strong core curriculum, every senior and all but one junior has passed the MCAS graduation standard in English Language Arts.

Specific instruction programs are in place to assist students who read below grade level. Teachers are using the Wilson Reading Program, Project Achievement Reading Program and Kurzweil. A series entitled Basic Reading Skills For Life and a Comprehensive Skills Series are both used to improve reading performance.

3. Science Curriculum

The science curriculum at Ipswich High School provides a strong core curriculum plus numerous electives for students. Virtually all students take Biology in grade 9 and Chemistry in grade 10, both offered at differentiated levels. Juniors and seniors select from physics, anatomy, earth science, environmental science, marine and coastal, survival science and three Advanced Placement courses.

Our mission and academic expectations call for skill and knowledge acquisition. Every science course has a laboratory aspect to it. Technology is woven through the instruction and the experience. Many classes integrate the surrounding environment into the curriculum, providing opportunities for data collection and analysis. Our science courses embrace a student-centered

philosophy in which students are expected to define problems, develop strategies and implement solutions. Using Willard Daggett's concept of rigor and relevance, our science classes work to get students to the Understanding quadrant of learning.

Science classes provide opportunities for students to communicate their ideas or responses to peers through technology, poster boards and activities. Students work frequently in small groups to share information, solve problems and present solutions.

4. Instructional Methods

Ipswich High School is a community that actively implements its mission statement. Through instruction we attempt to create a community of successful and responsible citizens. The faculty uses a broad array of instructional methods to deliver the curriculum and improve student learning.

The design of our school promotes student-centered learning experiences. Five sided rooms eliminate the more routinely expected fixed rows that divide students. Instruction in this setting incorporates virtually all methodologies. In addition to some lecture, question and answer, board work and lab work, teachers routinely incorporate technology into instruction. Students and teachers use power point or other software to present ideas or concepts. Students are routinely expected to present to the class in small groups, peer to peer or in a full class setting. Following Glasser's approach that "you remember 95% of what you teach to someone else", students are active learners in the classroom.

As part of our N.E.A.S.C. Self Study process, data was collected through the Endicott Center for Research and Educational Advancement. Resulting data indicates that 90% of our faculty reported that they promote student self-assessment and self-reflection. An astonishing 96% of the faculty indicates that students are engaged actively and that classes are student centered. The data further supports that 96% of the faculty declares that lessons provide opportunities to apply learned concepts in new situations.

As a result of years of exposure to educational visionaries, it is clear that Ipswich High School teachers engage students in vigorous and relevant study.

Science classes often use our rich seacoast setting to enhance instruction. Field trips to estuaries, marshes and tide pools allow instruction to be relevant. In many classes, cross curriculum instruction assists students (e.g. a history class using landscape portraits to understand westward expansion). Foreign language instruction emphasizes listening and speaking. The project based learning style at Ipswich High School encourages students to be active participants in the learning and instruction process.

5. Professional Development

Professional Development is a process that assists teachers in being more prepared to provide a rigorous and beneficial learning program for all students. Professional Development comes in a

variety of fashions; all focused on helping teachers improve their knowledge and skills.

The Ipswich Public Schools offer three summer programs to faculty at no cost yet with positive movement on the salary scale. Each year, two full forty hour weeks are devoted to technology instruction integrated into the teacher's own courses. K-12 teachers work with our instructors or consultants to enhance their use of technology for instruction. Symbolic evidence of the resulting growth is the twenty-one faculty webpages on the HIS website, or a journalism class that publishes routinely using on-line resources.

An additional one-week summer program is a Summer Literacy Institute primarily designed for English teachers K-12. Many of the high school faculty attended this program.

Teachers of Advanced Placement courses rotate through summer workshops preparing them to teach those courses. All faculty attend workshops of their own choosing with support from the high school budget. The entire K-12 faculty spends one day together in a workshop format featuring a well-known educational consultant or program they provide for one another.

During the week immediately following the close of school, teachers work with colleagues in their departments to write, review, assess and analyze the curriculum offerings. As a result of this process, every course at the high school has an approved, up-to-date written curriculum based on a common template. This template ties the curriculum to state standards, our mission and expectations and essential questions.

Our entire program has benefited from these staff development workshops and procedures. A study funded by Boston College found our school to be exemplary in the integration of technology into teaching and learning. Student performance on state and national tests have been quite favorable. Student success is high and is indicative of the appropriate curriculum and instruction. We have a faculty of learners who share their enthusiasm and knowledge with every student.

PART VI - PRIVATE SCHOOL ADDENDUM

N/A

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

MASSACHUSETTS MCAS RESULTS

Data Display Table for Mathematics

Subject Math Grade 10 Test MCAS

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	5/04	5/03	5/02	5/01	5/00
SCHOOL SCORES					
% At or Above Needs Improvement	99	96	93	91	86
% At or Above Proficient	80	82	69	56	62
% At Advanced	40	45	41	26	33
Number of students tested	144	149	130	135	102
Percent of total students tested	96	99	96	98	97
Number of students alternatively assessed	0	0	3	0	0
Percent of students alternatively assessed	0	0	2	0	0
SUBGROUP SCORES					
1. Students with Disabilities					
% At or Above Needs Improvement	94	85	62	52	N/A
% At or Above Proficient	63	39	8	5	N/A
% At Advanced	0	8	0	0	N/A
Number of students tested	16	13	13	19	N/A
2. Free/Reduced Lunch					
% At or Above Basic	99	N/A	N/A	90	N/A
% At or Above Proficient	86	N/A	N/A	40	N/A
% At Advanced	13	N/A	N/A	20	N/A
Number of students tested	15	N/A	N/A	10	N/A
STATE SCORES					
% At or Above Needs Improvement	85	79	75	75	55
% At or Above Proficient	57	51	44	45	33
% At Advanced	29	24	20	18	15

STATE CRITERION-REFERENCED TESTS

MASSACHUSETTS MCAS RESULTS

Data Display Table for English

Subject English Grade 10 Test MCAS

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	5/04	5/03	5/02	5/01	5/00
SCHOOL SCORES					
% At or Above Needs Improvement	99	97	98	91	92
% At or Above Proficient	79	84	85	62	53
% At Advanced	24	27	30	15	8
Number of students tested	144	148	128	134	101
Percent of total students tested	96	99	95	97	96
Number of students alternatively assessed	0	0	3	0	0
Percent of students alternatively assessed	0	0	2	0	0
SUBGROUP SCORES					
1. Students with Disabilities					
% At or Above Needs Improvement	93	100	75	50	N/A
% At or Above Proficient	87	38	33	17	N/A
% At Advanced	6	0	0	0	N/A
Number of students tested	16	13	12	18	N/A
2. Free/Reduced Lunch					
% At or Above Needs Improvement	93	N/A	N/A	80	N/A
% At or Above Proficient	73	N/A	N/A	20	N/A
% At Advanced	20	N/A	N/A	10	N/A
Number of students tested	15	N/A	N/A	10	N/A
STATE SCORES					
% At or Above Needs Improvement	90	88	86	82	66
% At or Above Proficient	63	61	59	45	36
% At Advanced	19	20	19	15	7